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ABSTRACT

This monograph is written to be used by school personnel and is a compilation of many ideas. The first chapter discusses the two key ingredients that school districts must consider to promote restructuring: leadership and teacher participation. Eight steps in the process and planning of restructuring are listed. As schools begin the process of restructuring, student achievement based on specific outcomes (competency-based education) will determine the direction this process takes. Chapter 2 concerns competency-based education and lists the following five categories in which students must develop proficiencies before exiting school: (1) higher order thinking/learning skills; (2) cognitive skills and behaviors; (3) social skills; (4) technological skills; and (5) life-management skills. Individual schools must develop specific skills for which students must demonstrate proficiency. The changes through restructuring listed in chapter 3 are concrete examples of what could and should happen if the principles of effective schools, school improvement, and the Coalition of Essential Schools are adopted. Examples are grouped into categories of content, people, place, and time. Six appendices contain summaries and adaptations of relevant resources. (70 references) (MLF)

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Michigan Schools of the Future Task Force Report:

Focus on Restructuring

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Preface

In May of 1989, the Executive Board of the Michigan Association of Secondary School Principals (MASSP) unanimously endorsed my recommendation that we sponsor a state-wide Task Force on Restructuring Michigan Secondary Schools. This was prompted by my listening to speakers, reading articles written by business people, and reading the new research in teaching and learning. In short, I became a believer that our education system has to change drastically if citizens of the United States are going to be viable members of the global community.

In selecting the Task Force, a nucleus of principals from four high schools and four middle schools that had been recognized as exemplary, were selected. After that, all the major education associations were contacted for a representative, as well as representatives from business, the Governor's office and the Michigan Department of Education.

John Toma, Principal of Bloomfield Hills Andover High School, was appointed as Chairman and a Steering Committee was selected. Meetings were held once a month, September through June, 1989-90. Experts on restructuring were brought in and extensive reading material was given to all members.

I am very grateful to the members of the Task Force for the long days of intensive meetings, to Ila Hayes for the hours of typing and to Jon Fitzgerald for his editing expertise. Special thanks go to the members of the Steering Committee for their extra time, to the Michigan Department of Education for providing funding support, to MASSP for establishing this task force as an Association goal, for financial and moral support, and for allowing me to make this my priority, and to John Toma for chairing the Task Force.

Jack D. Bittle, Executive Director
M.A.S.S.P.

MASSP
MICHIGAN SCHOOLS
OF THE FUTURE TASK FORCE:
Focus on Restructuring

INTRODUCTION

This monograph is written to be used by school personnel, especially building principals and staff, who are interested in restructuring their schools, and are looking for help. It is only a guide. The Task Force is not presenting a single model for restructuring schools. Restructuring is a process that will be ongoing.

This monograph is not intended to be a research paper on restructuring. There are many good books and articles written about restructuring; some of which are listed at the end of this monograph. This monograph is a compilation of many of the ideas that have been expressed over the past several years about why and how our schools must change. It is a practical executive summary to be used as a guideline as schools undertake the task of restructuring.

Perhaps it would be helpful at this point to quote the STATEMENT OF PURPOSE and DEFINITION OF RESTRUCTURING as written by the Task Force.

STATEMENT OF PURPOSE FOR RESTRUCTURING

> The current educational system was structured for the economic and social needs of the past. It now must be restructured to meet the continuously changing educational, economic and societal demands of the future.

DEFINITION OF RESTRUCTURING

> Restructuring is the re-forming of the interrelationships of an organization; a strategy used to analyze and redesign the organization or structure of education in order to achieve improved student outcomes.

The ideas that have been gleaned from the Task Force presenters, and the research material, have been placed into three areas that are significant for school personnel who are considering change: The Process/Planning of Restructuring; Student Outcomes: Competency Based Education; and Changes Through Restructuring.

The difficulty of accepting change was the first topic addressed by the Task Force. The video tape, "Discovering the Future: The Business of Paradigms", was used to stimulate discussion. This tape by Joel Barker speaks to the difficulty of accepting change. At least two things must happen before any restructuring can take place: an awareness that what we are now doing is not working, and a shift in existing paradigms, so that old "truths" are not maintained, and that new ways to do things are considered.

There is not the space nor is it our intent to go through a complete scenario to convince the reader that what the schools are now doing is not working. Suffice it to say that in listening to speakers and reading articles from educators, business leaders, world leaders and university

people, and in comparing our students scores on international tests with students of other nations, the Task Force considers education to be in a crisis. It is not that we are doing a poorer job than we have done before. Educators are probably doing a great job of educating for the '50s and '60s, but the world has changed, while the schools have not. There is a need to get beyond blame, and change our educational system to meet the needs of a changing world. Schools must restructure!

The leader of change in a school will do well to pay close attention to the Process of Restructuring, as outlined in Chapter I. It is estimated by the Task Force that a year's planning is necessary before significant changes can be made. Crucial to restructuring is the involvement of the total school community. Decisions must be made by teams of people most affected by the restructuring. Although the principal will, in most schools, be the catalyst who will make it possible for a school to restructure, shared decision-making will need to include the building administration, faculty and community working together. The restructuring teams must have the opportunity to study the research, attend state and national conferences on restructuring and discuss among themselves how schools need to change.

The reason schools must restructure is that they will better use their resources to prepare students to meet the challenges of a rapidly changing society. In doing so, all students will learn and reach their highest potential. We have had a difficult time in defining exactly what is expected of students when they exit our schools. Our curriculum has been described in courses offered and hours spent. We now must define our curriculum in terms of what students are to learn. These learning outcomes will probably still be packaged in courses, but just spending time in the courses is not the equivalent of learning. Specific learning outcomes must be required in each subject area if credit is to be given. Students must demonstrate mastery of essential skills to receive credit. Those who go beyond the essential skills, will be rewarded with grades of As or Bs. The Bell Curve will be replaced with the "J " Curve[1], and Incompletes will replace failing grades. Outcomes or competency based education suggests that restructuring teams must decide on what students must learn, how learning is to be delivered, and how it will be assessed. Chapter II outlines "Student Outcomes: Competency Based Education."

The changes listed in Chapter III are concrete examples of what could and should happen if the principles of Effective Schools, School Improvement, and the Coalition of Essential Schools are adopted. There certainly can be many more, and not all of these would have to be adopted to make a significant change in student outcomes. They are listed only to help define what a school might look like once it has adopted the above principles. In general, changes should permit learning where:

(1) the learner is actively involved;
(2) new knowledge is connected to previous experience;
(3) basic skills are integrated with thinking processes;
(4) opportunities exist to go deeply into subject matter;
(5) there are opportunities to practice and have feedback; and
(6) teams of students solve problems that have multiple solutions.

Changes that will occur between schools of the '70s and '80s, and those of the 21st century are classified into four areas: Content, People, Place and Time, according to David Florio of the National Science Foundation. Phillip Schlechty, President, Center for Leadership in School Reform, says that when we restructure, we will be changing Rules, Roles and Relationships.

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[1] See Appendix F

Development of the guidelines contained in this monograph was not an easy job. The Task Force members are from many different backgrounds and allegiances. To reach consensus with all the possible turf battles was a major victory, but to reach consensus with enthusiasm and a sincere desire to see restructuring work was indeed a miracle. The members of this Task Force have spent a year in the study of restructuring, and now encourage others to do the same. It is a risk, but one we cannot avoid. We hope that this monograph will act as a map to help school personnel as they journey down the road of restructuring.

John Toma, Chairman

Jack D. Bittle, Executive Director

MASSP Michigan Schools of the Future Task Force

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Chapter I

Process/Planning of Restructuring

Restructuring will require a commitment from all involved to establish an attitude that the development of new and creative institutions for teaching and learning are essential for the future of this country.

There are two key ingredients which school districts must consider to promote restructuring. The first is leadership which is committed to initiating, encouraging and sustaining the change process necessary for restructuring. The superintendent, board members, administrators, teachers and community members must understand the concepts of restructuring, the reason for restructuring and solidly support this active learning and change process by actions as well as rhetoric. In fact, the district must plan to create an organizational environment where change, risk taking, active learning and trying new practices is a part of the fabric of the organization so these components of restructuring are realized and become as commonplace as the teaching of reading. This stated organizational paradigm[2] shift is the first change in basic values and beliefs about schools that can open the door to real innovations.

The second key ingredient is a belief by the leadership that the people in the organization who actually engage children in learning are pivotal to the restructuring success. Teachers, therefore, must be encouraged and provided the time to become major stake-holders and decision makers in the new system.

EIGHT STEPS IN THE PROCESS/PLANNING OF RESTRUCTURING

I. The school must foster an organizational philosophy of life-long active learning by professionals.

   A. Compensate staff for professional growth work which occurs on their own time.

   B. Schedule reassigned time for professional growth within the school day.

   C. Demonstrate commitment by leaders participating in professional growth activities.

   D. Keep research on teaching and learning in the forefront at all times, such as:
      1. in-service training
      2. faculty meetings
      3. luncheon meetings/discussions
      4. preschool gatherings

   E. The school organization must provide time and plan ways for teachers to engage in professional collegial activities, such as:
      1. team teaching
      2. peer discussions
      3. team meetings
      4. seminars

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[2] An accepted model or "truth" upon which we base our thinking.

F. Reward teachers who demonstrate exemplary growth activities, such as:
   1. contract incentives
   2. public recognition
   3. team leaders
   4. conference attendance

G. Develop and demonstrate new strategies for teaching and learning.

II. A plan must be developed to put a collaborative decision-making model in place for all school decisions which affect teaching and learning. The plan should include orientations and learning sessions about teamwork methods and shared decision-making. There is a great difference between the rhetoric of shared decision-making and actual shared decision-making. The school leadership must come to grips with this difference and be prepared for a true sharing of decision-making and accountability.

III. A significant effort must be planned to familiarize all concerned parties with educational paradigms and the change process. (Include board of education members, all administrators, all professional staff, parents, interested non-parents, business leaders, and students.)

IV. A significant effort must be planned to familiarize all of the above concerned parties with the vision of restructuring and the necessity of restructuring. An analysis of educational implications should be done for the following issues:

   A. Global issues
   B. U.S. and state economic and job issues
   C. Changing societies
   D. Ethical issues
   E. Changing demographics

V. The school organization must plan to initiate and actively engage new alliances and partnerships, such as:

   A. Business alliances
   B. Union partnerships
      1. Union leadership involved with administration in decision-making process affecting teaching and learning.
      2. Leadership must work toward a trusting relationship between management and union.
   C. Local, state and federal agency partnerships
   D. Post secondary partnerships

VI. The school organization must plan a commitment to on-going change based on documented research with realistic time expectations for change to occur. A "quick fix" hope should be discouraged with all interested parties.

VII. The school organization must be committed to searching out new funding and redistributing existing funding to support restructuring.

VIII. The school organization must be committed to finding new ways to provide adequate professional time to engage in restructuring planning and implementation.

Chapter II

Student Outcomes: Competency Based Education

As we approach and go beyond the year 2000, our country and the world will need citizens with skills developed for international understanding and the ability to use a team approach when solving problems. Educators must devise new approaches in the delivery of instruction to ensure that the achievement of outcomes occurs. Students must be taught how to engage in higher order thinking, must realize the interrelationship of all subject matter, must develop problem solving skills and must acquire knowledge and skills needed to learn effectively, no matter what the learning situation is, so that they will be prepared for a world that is in constant change.

As schools begin the process of restructuring, student achievement based on specific outcomes (competency based education) will determine the direction this process takes. Restructuring with its student outcomes will not be an end in itself, but a dynamic process which will dramatically improve student learning. The achievement of these student outcomes can be measured by normative and criterion referenced tests, student portfolios, self-concept inventories, teacher observation, employability skills, and other assessments which can demonstrate student growth. A method of verification must be developed so that student growth can be documented, and show whether the student is exceeding essential expectations. Demonstrating mastery is the heart of a competency based education approach, and should be the basis of any restructuring effort.

When developing outcomes, educators must be specific in determining appropriate outcomes and the level of expected achievement. Once in place, the outcomes and essential achievement levels must be consistently reviewed as the level of expectation for students increases over time. The following elements should be included when writing outcomes:

1. establish conditions under which students will demonstrate mastery of outcomes;
2. identify exactly what performance will be expected; and
3. specify the method of evaluation or assessment.

The following five categories are general areas in which students must develop proficiencies before exiting school as they prepare for the future. Individual schools must develop specific skills for which students must demonstrate proficiency.

Essential Skills

1. Higher Order Thinking/Learning Skills

   A. Demonstrate an understanding of the spoken language and how to communicate effectively;
   B. Understand and solve problems;
   C. Access and use specialized knowledge when necessary;
   D. Think and act logically by using the steps of the scientific method;
   E. Learn to learn;
   F. Develop the ability to use the higher order thinking skills; i.e., evaluation, synthesis, analysis and application.

2. Cognitive Skills and Behaviors – Students will develop proficiencies in:

   A. world studies, to include American and world history, civics, economics, geography, and the study of foreign language, as well as the promotion of values such as service to

others, the dignity of work, sensitivity of our multicultural society, and the responsibility of democracy;

B. mathematics and science, to include quantitative and analytic reasoning and problem-solving, scientific literacy, and technology, with an emphasis on content that actively engages learners in applying knowledge to everyday experiences.

C. language arts, to include writing, reading, speaking, listening, and literature, emphasizing the abilities of varying reading, writing and speaking strategies to fit the situation, and using knowledge flexibly and critically;

D. fine arts, to include music, art, drama/theatre and dance, to help young people appreciate the arts, develop their creative and critical abilities, and understand the relationships between the arts and other disciplines such as history and mathematics, as well as society;

E. health and physical education, to include a comprehensive approach combining physical fitness and general health information with AIDS education, communicable diseases, reproductive education, drug and alcohol education, personal decision making, and the availability of health and social services;

F. employability skills

1. academic
2. personal management
3. teamwork

G. vocational education, practical arts and entrepreneurial talents;

H. integration of cognitive skills.

3. Social Skills

A. Develop concern for others' well-being
B. Appreciate people with varying cultures and ethnic backgrounds
C. Demonstrate self control and independent behavior
D. Demonstrate ethical behavior
E. Work cooperatively in small groups to reach consensus
F. Develop self-esteem
G. Become a productive, self-sufficient, respectful, law abiding citizen

4. Technological skills

A. Become computer proficient
B. Develop technological awareness
C. Use telecommunications and interactive video

5. Life Management Skills

A. Demonstrate personal value and ethics
B. Exercise a sense of responsibility
C. Show pride in one's work
D. Follow written or verbal directions
E. Learn new skills and ways of doing things
F. Use a team approach to identify and solve problems

Chapter III

Changes Through Restructuring

When schools begin restructuring, three things must happen: they must plan for restructuring; they must define and list student outcomes, and they must implement changes based on research.

Several movements have been with us for some time, and are in place in many schools; the Effective Schools concept and the School Improvement concept are the major ones. Some people have equated a School Improvement Plan with restructuring. It is the opinion of the Task Force that both the Effective Schools concepts and School Improvement plans should be an important ***part*** of restructuring. The Characteristics of Effective Schools and the Principles of School Improvement are listed as Appendix A and B.

Theodore R. Sizer, probably more than any other person, has given us specific principles that must be found in the new educational system. Sizer's Coalition of Essential Schools has specific procedures for implementing these principles, but, the Task Force feels that the Coalition is only one model of restructuring. The principles, however, are good ones and should be considered when change is made. The Common Principles of the Coalition of Essential Schools can be found in Appendix C.

The following are examples of possible changes that could occur if the principles discussed above are reflected in school restructuring efforts. It is recognized that many of these changes may be subject to collective bargaining and, therefore, are going to have to be agreed upon at the local level. It is important to realize that flexibility, not rigid rules, are going to be needed for schools to make the changes needed. There will have to be trust, and a common mission on both sides of the table for this to work.

It is not expected that any one school would adopt all of these changes, but the list can serve as a guide as schools begin restructuring. It is possible that by the year 2000 and beyond, schools will have made significant changes, reflecting the above principles and the following list of possible changes. A school does not become "restructured;" it is always in the process of restructuring.

Florio has suggested that restructuring falls into four categories... content, people, place, and time. The Task Force has grouped examples of changes within these four areas, recognizing that there may be crossovers and duplications between areas.

EXAMPLES OF CHANGES THROUGH RESTRUCTURING

Content

Schools of the future will:

1. define what it is students are to demonstrate or understand by the time they exit the grade, the course and/or the building, and then do what is necessary to make this come about.

2. emphasize teaching students how to find and use information.

3. give students a deeper understanding of the subject matter and emphasize problem solving and analytical thinking.

4. organize learning so that topics are learned in depth, rather than "covering material" in a specified time period.

5. organize learning so that students may move forward at their own pace.

6. emphasize increased use of software, community resources and technology.

7. integrate most of vocational education into the academics through vocational teachers working with teams of academic teachers.

8. provide technical classes, for those going into specialized fields, which may receive academic credit.

9. provide IEPs for all students. Some students will work for a high academic diploma, while others work for an occupational diploma, etc.

10. develop interdisciplinary teaching teams and integrate course content.

11. award credits on the basis of competency (demonstration). Incompletes will be given rather than Es.

12. award credit when students demonstrate mastery, rather than a Carnegie unit, i.e., time spent in class.

13. schedule **all** students into an activity such as choir, band, athletics, intramurals, student clubs,etc., to help the feeling of comradery, self image and a feeling of belonging.

14. schedule **all** students into a community service project sometime during high school, to experience helping others and to see needs beyond themselves.

15. make all transcripts standard and the transcript, as well as documentation of mastery, will be given to all students in a portfolio when they leave.

16. develop strategies and programs to prepare all students for a changing technological, socioeconomic and global world.

17. analyze what the school is now doing and eliminate those things that do not belong or are best done by some other agency (organized abandonment).

People

Schools of the future will:

1. assign highly qualified teachers to be team leaders, while working with other teachers who may or may not be certified in that subject.

2. have teachers who are facilitators rather than lecturers, helping students find whatever they need to complete projects or facilitating group discussions.

3. emphasize an attitude and practice of cooperative student learning.

4. organize the structure so that the principal will work with a team of teachers who have released time to study, discuss plans and make recommendations about the instructional programs.

5. assure that the concepts found in the Effective Schools literature and the School Improvement Programs will be in every school.

6. provide teacher advisors who are close to a small number of students from the day they enter until they leave that building.

7. emphasize the role of the principal as that of a leader of leaders. As a true educational leader, it will mean the principal cannot be involved in all the daily problems. The principal will work as a member and facilitator of the restructuring team.

8. emphasize that teachers will become facilitators for students, and the students must become the workers. Students must become actively engaged in learning.

9. enable and develop interdisciplinary planning and teaching teams.

10. work to see that **all** students learn, and become productive citizens.

11. develop school/business/post secondary partnerships.

12. address the needs of the multi-cultural populations within a pluralistic society.

13. find ways to achieve prestige in the teaching profession, i.e., recognition programs, competitive salaries, incentives, experimentation, etc.

Place

Schools of the future will:

1. equip classrooms with current technology such as interactive television, laser discs, video textbooks, computer hardware and software.

2. design small "breakout" areas which will help the students work on projects while the teacher acts as a facilitator and resource person. Volunteers could monitor the different groups.

3. provide multi-purpose labs or shops to put learning theory into practice with the help of vocational instructors who are a part of the academic team.

5. use the community as a place of learning.

6. maximize the resources of the community through partnerships, speakers, job shadowing, community advisory committees, etc.

7. maximize the use of school buildings; daytime, evenings and summers.

8. provide teacher resource room (meetings-technology-library-inservice, files, storage, etc.).

9. provide clean, pleasant facilities for learning.

Time

Schools of the future will:

1. maximize the use of school buildings, including considering year-round school, and being open from early morning through the evening.

2. recognize that teachers and administrators should be compensated, to the degree possible for inservice, planning and discussion outside of the school day.

3. ensure uninterrupted class time for students and teachers.

4. break away from the traditionally structured class periods such as: 40-45-55 minute periods.

5. use a variety of schedules which may include time increments that better provide for the needs of student instruction (The Copernican Plan).

6. assign to a team of teachers, a block of students which the teachers schedule for three or four hours.

7. emphasize outcomes based education, with credit given for demonstrated mastery. The definition of credit may change from the Carnegie Unit to other means of granting credit..

It is the belief of the Task Force that if a school adopts most of the principles and changes listed above, the students will be getting every opportunity to develop to their highest potential, and will be able to adequately compete in the global community during the 21st century.

SUMMARY

Restructuring schools will be a never-ending process. You do not become restructured. All people involved in schools – the principal, the staff, the students and the community – must continue working at restructuring. The recommendations contained within this report do not represent a panacea for our educational system, but they do provide a solid, research-based approach toward improving schooling for the 21st century. Changes in schools are necessary. Student outcomes must improve not only academically, but in personal management areas as well. We must listen to our business leaders and produce graduates who will be productive workers and good citizens.

Effective schools of the future will have teachers who lecture less and facilitate students who will be actively engaged in learning projects. The teachers will be the "provider" of instruction less and less. They will become leaders and facilitators of instruction and the media center will become a place where students will find the information. With the existing knowledge doubling every two and one-half years, we cannot expect teachers to retain the same instructional objectives year after year. A basic body of knowledge needs to be learned in the classroom and enhanced with more student research into in-depth study of topics and issues. This is a reflection of Ted Sizer's "Less is More" theory.

The curriculum needs to be more integrated. Subjects should not and cannot exist in isolation of one another. Teachers of different disciplines will need to learn how to work together to integrate the curriculum. Education is one of the few professions where the practitioner is relatively isolated and the sharing of expertise and information is often coincidental. A much more collaborative effort is needed for integrated curriculum development and teaming of instructional effort.

Dr. Paul Pearson, Director of Human Resources at Steelcase, Inc. of Grand Rapids, charged the Task Force to develop wholism throughout the curriculum. He stressed the need to integrate subject matter, such as history and English, math and science. He emphasized the great need for students to be able to synthesize, generalize, and be able to apply knowledge. He recommended that educators must realize that the classroom is not the only place to learn. Teachers and students alike must, at times, leave the classroom to see what the real world is like, i.e., experiential learning, field trips, and developing business partnerships. Pearson emphasized that the high school graduate needs to know how to work in groups and de-emphasize individual performance. Finally, Pearson saw the role of the teacher changing drastically. The teacher of the future will need to manage educational resources rather than just lecture students for a class period.

The principal must be the true instructional leader, and, regardless of the circumstances within the school site, must have an effective instructional program as the primary focus. Teacher empowerment and school based decision-making must never be considered threats to administrative authority, but considered to be issues that contribute to the successful operation of schools everywhere.

Finally, the schools themselves should be "active, interactive, flexible, and opportunity-filled," according to Dr. Philip Cusick, a Task Force member. As the Task Force has described the process, competency education and changes involved in restructuring, we can readily see that schools will be busier places than they have been in the past. Therefore, some attention needs to be paid to system maintenance – attendance, discipline, reports, etc. There is no firm recommendation the Task Force makes relative to the burdens of "administrivia." Those details have to be worked out among principals, superintendents, and boards of education with the sole objective of allowing the principal the time to become a true instructional leader.

It is time to begin taking risks, but each effort in restructuring should be carefully and collegially conceived, instituted, and evaluated. This report is intended to help Michigan principals and their staffs begin this important and necessary process. Best wishes to all in this endeavor.

John Toma, Chairman

APPENDIX A:

Characteristics of Effective Schools

The following descriptions are paraphrased from a synthesis of Larry Lezotte's work conducted and reported by Joan Shoemaker, Connecticut Department of Education.

1. *Safe and Orderly Environment*

   In the effective school, there is an orderly, purposeful businesslike atmosphere which is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

2. *Climate of High Expectations for Success*

   In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills and they believe that they have the capability to help all students attain mastery.

3. *Instructional Leadership*

   In the effective school the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

4. *Clear and Focused Mission*

   In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of a commitment to the instructional goals, priorities, assessment procedures and accountability. Staff accept responsibility for student's learning of the school's essential curricular goals.

5. *Opportunity to Learn and Student Time on Task*

   In the effective school teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, planned, teacher directed, learning activities.

6. *Frequent Monitoring of Student Progress*

   In the effective school student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.

7. *Home-School Relations*

   Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

For further information on Effective Schools contact:

Dr. Larry Lezotte, Effective Schools Products, P.O. Box 476, Okemos, Michigan 48805

APPENDIX B:

Philosophical Principles of School Improvement Leading to Restructuring

1. Students are capable of achieving excellence in learning the essentials of formal schooling.

   Students must:
   - have sufficient time to learn
   - experience challenge with little threat
   - make decisions without fear of irreversible failure or criticism
   - have a supportive learning environment
   - have favorable learning conditions and quality instruction
   - have increased time on learning through active involvement in the learning process
   - have expectations for their performance raised and be expected to achieve

2. The instructional process can be changed to improve learning.

   Staff must:
   - improve planning procedures and clearly define expected outcomes and prerequisites
   - systematically control learning process by teaching to stated objectives and providing necessary help.
   - systematically manage change so that improvement will be evolutionary and not revolutionary
   - manage factors for change including goal clarity, renewal, staff development, change process, administrative behavior, organizational health

3. An essential function of schooling is to ensure that all students perform at high levels of learning and experience opportunities for individual success.

   Staff must:
   - reduce competition and encourage cooperation in learning
   - create a trust environment
   - understand that it is no longer appropriate for society to accept the fact that only a minority of the students now learn what is expected
   - remove the elitist notion of schools
   - value all human beings
   - provide an affirming classroom
   - expect all students to learn and learn well
   - develop self-directed learners through opportunities and modeling

4. An effective instructional process varies the time for learning according to the needs of each student and the complexity of the task.

   Staff must believe:
   - learning is a continuous yet irregular process
   - most students can learn what is expected, providing they have the necessary time to learn
   - time to learn can vary
   - time necessary for students to learn a task need not be different, but appropriate

5. Success influences self-concept; and self-concept influences learning and behavior.

Teachers must believe:

- the key to building a positive self-concept lies largely in what the teacher believes and communicates to his or her students
- when students come to view themselves as important, valued, and respected by their teachers, and when they accept that they can learn, they will develop a healthy self-concept
- students will build positive self-esteem if the classroom atmosphere is based on success rather than on unnecessary failure
- lack of success may make for a negative self-concept, alienate the student from the learning process, and may also foster negative behavior
- when schools provide successful learning experiences students are more likely to develop positive self-concepts, which in turn facilitate learning and success
- testing and reporting should be self-references, emphasizing individual growth and development and not the relationship of one individual to another
- a student's self-image is based upon his or her experiences in interacting with people in mastering certain tasks
- the more positive the self concept the greater the learning expectation and levels of performance

6. Staff, students, and parents share responsibility for successful learning outcomes.

Students and teachers must believe:

- learning is an active process requiring active participation of students and teachers
- teachers should share the responsibility for learning by planning instruction carefully
- students should share responsibility for learning by actively processing information to be learned and by interacting with the teacher, others in the class, and the instructional materials

7. Parents share responsibility for successful learning outcomes.

Parents must believe in:

- actively emphasizing the importance of schooling to their youngsters
- working with the school staff to establish reasonable expectations for student behavior and achievement
- maintaining a supportive home environment
- fulfilling expectations contained in the school district's code of student conduct

8. Assessment of learning is continuous, and directly determines instructional placement.

Teachers must believe:

- the appropriateness of the instruction can only be determined by continuous diagnosis of individual student skill attainment
- the diagnostic information resulting from the assessment enables them to prescribe the appropriate level of beginning instruction as well as determining when one skill has been mastered and instruction for the next skill should begin
- assessment, feedback and reporting should emphasize individual growth and development. It also should be used to determine how well students have learned what is expected, how well initial instruction and the instructional process is working, and also as a basis for determining necessary correctives
- assessment should not be norm referenced, but rather should be self referenced
- students should be assigned to groups by demonstrated performance

9. Credit is awarded and recorded when learning is assessed and validated.

Teachers must believe:

- mastery learning varies time necessary for learning
- credit is awarded when the material is mastered, rather than at formal arbitrary periods during the student's school career
- students should be encouraged to continue to learn, and the reward system should be the awarding of additional credit as a student increases in his or her learning
- grades can be altered to reflect new learning and achievement

Adapted from Plymouth-Canton Public Schools and the work of Bill Spady. For further information contact:

John Hoben, Superintendent, Plymouth Canton Public Schools, 454 S. Harvey, Plymouth, Michigan 48170

Common Principles of Coalition of Essential Schools

- Principle 1: Teaching and learning should be personalized, with teachers and principals "unreservedly" responsible for what is studied, how time is spent, and what materials and pedagogies are used. No teacher should have a class load of more than eighty students.
- Principle 2: The governing metaphor of the school should be student-as-worker, rather than the more familiar metaphor, teacher-as-deliverer-of-instructional-services.
- Principle 3: The school should focus on helping students to learn to use their minds well.
- Principle 4: Each student should master a limited number of essential skills and areas of knowledge.
- Principle 5: The principal and teachers should perceive themselves as generalists first and specialists second.
- Principle 6: The diploma should be awarded upon a successful demonstration of mastery.
- Principle 7: The school's goals should apply to all students.
- Principle 8: The tone of the school should stress unanxious expectation, trust, and decency.
- Principle 9: Ultimate administrative and budget targets should allow for student loads per teacher of eighty or fewer students; time for collective planning; and competitive salaries. The ultimate per-pupil cost should not exceed traditional schools by more than 10 percent.

For further information contact:

Dr. Robert McCarthy, Coalition of Essential Schools, Brown University, Box 1938, Providence, Rhode Island 02912

APPENDIX D:

Several major trends in the field of education have been identified as the knowledge explosion continues. Brain research sheds new light on our understanding of the learning process and technological advances test our capacity for change. We are moving from a print to a visual society, from content to process orientation. The changing face of American society as we move from an industrial age into an information age all have impacted the classroom by changing its focus from the teacher and what is taught to the student and what is learned.

Teacher Focused Classroom	Student Focused Classroom
Linear structure programmed sequenced defined and confined	Non-linear structure
Convergent	Divergent
Reductionist	Expansionist
Right Answer	Right Question problem solving process orientation
Separate programs/students/skills	
Student is passive learner	
Teacher's role information provider learning director determines priorities provides materials determines scope and sequence of learning responsible for student learning	Teacher's role facilitator of learning learning guide offers choices helps find materials helps students determine scope and sequence shares responsibility for learning with student

A school curriculum that is teacher-centered, fact-oriented, textbook-dominated while being presented in isolated periods of time with no connection among the various subject areas, is no longer a realistic curriculum for the future.

Taken from The Essentials Approach: Rethinking the Curriculum of the Future. For further information contact: John M. Akey, 2410 Warwick Lane, Colorado Springs, CO 80909

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APPENDIX E:

Developmental Staging Plan for Restructuring a School

Factor	Custodial School	Effective School	Restructured School
Concept base	Scientific management	Effectiveness research	Theory Z; megatrends; information society
Organization	Triangle table of organization; principal apex; teachers at the base	Core of principal and cabinet related to individual teachers	Principal and teacher cabinet linked to teaching teams linked to learners and their parents; school committee of parents and principal; house or school-within-a-school team structure
Communication	One-way; formal faculty meetings and information sharing; principal to individual teacher or parent	One-way directed; leader-initiated plus requested feedback	Two-way vertical for issues and proposals by team, cabinet, individual, and principal; two-way horizontal job-alike consultation
Decision making	Principal has legal responsibility for decisions; teachers perceived as unable or unwilling to accept decision responsibility	Principal seeks information and advice in making decisions for the school; keeps everyone informed of decisions	Much collaboration; decisions made at implementation level; principal and teachers have a clear view of (1) decisions to be made alone, (2) decisions that require advice and input, (3) decisions that are corporate
Leadership	Authority leader; one role identified	Persuasive leader who teaches, persuades of personal vision; leadership core identified	Transforming leader who creates leadership in others; many roles of leadership identified among participants
Principal's role	Manager; implements the program efficiently and effectively; style as controller	Instructional leader; expects excellence in teaching, aligned program, and results in achievement; style as controller-problem solver	Entrepreneur; explores new programs, opportunities, recognitions for staff; style as opportunist, supporter-problem solver-cheerleader-controller
Staff selection	Principal or central office interviews and chooses	Screening with research-based selection tools; principal or central office chooses	School committee reviews portfolios; principal reduces pool to acceptable hires, teaching team interviews for working relationship and recommends top choice
Supervision of instruction	Evaluative supervision based on board policy	Clinical supervision and technical development to produce achievement results	Peer observation and consultation; mentoring of new teachers
Teaching	Teaching is telling	Teaching is effective telling; large group and intervention for mastery; technical skill in communication and concept development	Teaching is flexible role of telling, showing, guiding, grouping, intervening, and coaching

(continued)

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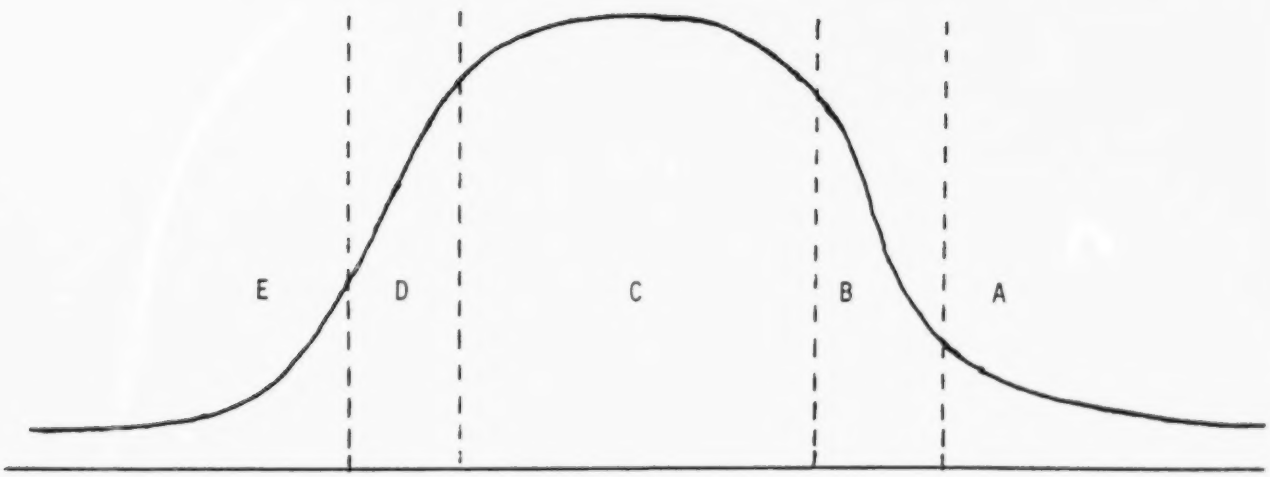
Developmental Staging Plan for Restructuring a School

Factor	Custodial School	Effective School	Restructured School
Curriculum	Discipline-based; separate fields; textbook–oriented	Objectives-based; separate fields; linear sequenced with mastery outcomes	Multiple bases of objectives, personal and vocational goals, and inquiry; both separate and broad fields; mastery of skills and problem centered; personal and social relevance
Learner role	Listen, remember, respond, be patient, be on time, stay in school	Listen, be on task, master basics, repeat deficits; demonstrate performance on standardized tests	Have goals, master basics; learn to find, organize, and apply information; inquire solve problems
Home school	Parents show verbal and voting support for schools	Parents hold high expectations for students on homework and achievement; volunteer and support the instructional program of the school	Parents create a home environment of high verbal, social, and vocational/professional goals; parents are partner members of learner-teacher-parent team; parents participate in school committee to act on policy and issues facing the school
Finance	District budget determined by past needs for personnel and facilities	Budget priorities established by needs assessment and targets of school effectiveness plan	Site-based budget including personnel options such as differentiated staffing; voucher support determined by parent selection; bonuses in wages and budget based on learning and program outcomes
Accountability	Custodial indicators: e.g, quiet classrooms, orderly movement, polite and responsible behavior; clean facilities and efficient use of funds	School effectiveness indicators: e.g, reduced dropouts, high attendance, and improving standardized test scores; several National Merit semi-finalists and scholarships each year	Learner effectiveness indicators: e.g., mastery skills that are criterion-tested, relating skills, inquiry skills; social/community service participation; career and job goals

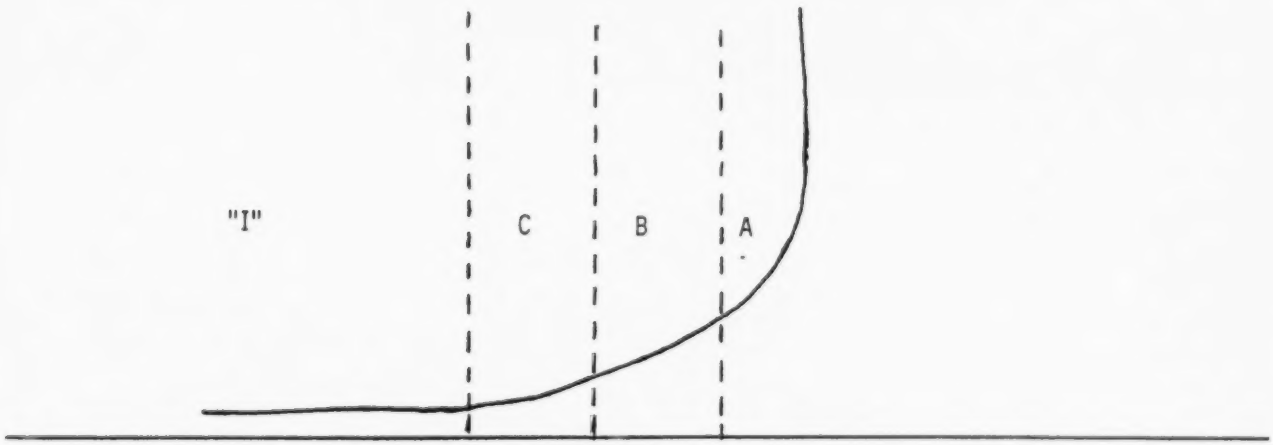
Taken from Restructuring: The Principal and Curriculum Change, NASSP, 1990. For further information contact: Fenwick English or John C. Hill, % NASSP, 1904 Association Drive, Reston, VA 22091

Appendix F:



Classic "Bell Curve"

Expectation: dooms a portion of the students to FAILURE
Grounded in statistical probability theory: CHANGE



New "J" Curve

Expectation: Guarantees success for all
Grounded in sound educational theory: MASTERY LEARNING

In the classic "Bell Curve", a test is given at a particular point in time and scores are spread from the highest to lowest with a certain percentage failing.

In the "J" curve, it is assumed that some students will take longer to learn, but rather than failing, they are incomplete until more time is given, and further help received to assure learning takes place.

For further information, contact: Janice Brown, Michigan State Department of Education, P.O. Box 30008, Lansing, Michigan 48909

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